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ABSTRACT

A survey of literature on adult learning and learners conducted for Palau Community College (PCC), Koror, Palau, found a lack of literature specific to the United States-affiliated Pacific region. Background information was compiled on development of formal education in Palau. A survey was administered in fall 2001 to adult learners working toward formal degrees or certificates at PCC. To compare adult learners generally with PCC counterparts, the literature review and PCC study covered statistics on adult learners, reasons adults return to school, field of study, barriers, and recommendations for coping with barriers. The literature synthesis indicated increasing numbers of adult learners. Reasons for return to school were demographic, societal, economic, and technological changes; changing market needs; and changed interests. Fields of study were computer training, quality control, human services, and social work. Barriers were lack of time, money, motivation, support, and counseling. Recommendations were to make changes to accommodate adult learners' needs, to revise policies to increase flexibility, and to increase employer support. Study data indicated mass retirement of public school teachers led to a sudden influx of nontraditional learners. PCC learners returned to school for voluntary professional development, personal development, and employer-mandated upgrade. Barriers included lack of child care, money, employer support and inconvenient location. Recommendations were for creation of a child care center, payment plan, and car- and boat-pooling. (Appendixes include background information and survey.) (YLB)

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Adult Learning and Learners

By
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Researchers have produced an overwhelming number of studies of learning and learners, although most have focused on "traditional" learning and learners. Our goal was to find out more about adult learning and learners in order to assist adults studying at Palau Community College (PCC) in Koror, Palau. Through our literature survey we identified a number of studies about adult learning and learners, which are summarized below; however, we were unable to locate any research on adult learning and learners specific to the U.S.-affiliated Pacific region.

This lack of literature about adult learners in the Pacific suggested to us two areas of action: first, to compile background information on the development of formal education in the Republic of Palau; and second, to carry out a study of adult learning and learners at PCC. The background information is included as Appendix A of this study. To provide data for the second, we administered a survey in the fall of 2001 to the adult learners at PCC whose goals were to obtain formal degrees or certificates. A copy of the survey questionnaire is provided at Appendix B.

This paper includes a definition and overview of adult learners, a synthesis of the literature we located on adult learning and learners, and a presentation of the data from the PCC study. To provide a comparison of adult learners generally with their counterparts at PCC, the following subtopics are covered in both the literature review and the PCC study:

- statistics on adult learners,
- reasons adults return to school,
- fields of study chosen by adults,
- barriers faced by adult learners, and
- recommendations to assist adult learners in coping with these barriers.

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An Overview of Adult Learners and Adult Learning

Most adult learners (also called nontraditional students) are 24 years of age or older and have been out of school for a period of time. Cross (as cited in Benshoff and Lewis, 1992) defines the nontraditional student as "an adult who returns to school full- or part-time while maintaining responsibilities such as employment, family, and other responsibilities of adult life."

These nontraditional students return to school for a variety of reasons: they may wish to advance in their current jobs; they may be experiencing family life transitions, such as death, divorce, or marriage; or they may have more leisure time and a desire to acquire more knowledge. They may also be returning to school to pursue new interests, or they may wish to resume their education after having dropped out of school for reasons such as financial problems, competing responsibilities, or a lack of focus, maturity, or motivation.

These returning students often have multiple non-school-related commitments and responsibilities that they must also attend to while pursuing their educational goals. They may have families and full-time jobs, and returning to school often means major changes in their lifestyles. Adult learners often lack support from family or employer to return to school.

Teaching adult learners can be a challenge, and they may need to be approached differently from traditional students. Since they have been out of school for a time, they may need help in acquiring study skills and techniques to recall information learned earlier. Also, because the thinking process slows with age, they may need more time to grasp new concepts or to demonstrate knowledge learned. Instructors may need to adjust test times or repeat instruction.

Teaching adult learners can also be a joy, as they may be better able to apply prior experience to new learning than traditional students. Adult learners are usually able to understand the relationship between the knowledge being learned and the application of this knowledge to daily living. In addition, adult learners approach learning differently from traditional students. Their willingness to learn is often affected by their need to know, and they are usually motivated because of internal or intrinsic factors.

Both direct instruction, in which the instructor controls all aspects of learning, and learner-centered instruction, in which students are the center of learning and the instructor serves as a guide, can be used to teach adults. Direct instruction should be used when all the students need to know the same information. Learner-centered instruction should be used when the group is mixed, because it allows students to learn in different ways. Here students can learn from each other, generate and monitor their own learning, and explore in depth the areas in which they are most interested. While more research is needed on the subject, a learner-centered approach with small group discussions and nontraditional room settings often works well for adult learners.

Statistics on Adult Learners

The number of adult learners has increased over the last two decades. Brazziel (as cited in Benshoff and Lewis, 1992) noted that adults were the fastest growing population in institutions of higher education (IHEs), and this trend was expected to continue. Aslanian and Brickell (as cited in Benshoff and Lewis, 1992) found that by 1980, nontraditional students made up one-third to one-half of college students and that more than half of all graduate students were over the age of 30. This trend was confirmed by the National Center for Educational Statistics (as cited in Conrad, 1993) which indicated that by 1992, adult learners aged 25 and older comprised more than one-half of the enrollment in higher education courses.

Additional information on the increasing number of adult learners was provided by a 1997 survey of private college students in Florida (Kinsella, 1998). Of those surveyed, 58% were nontraditional students aged 24 years or older. More specifically, 19% were in their 30s, 20% in their 40s, and 8% in their 50s. Additionally, 45% were at least 30 years old before they returned to school; 80% were female; 50% were single and had never been married; 38% were married; and 11% were divorced or separated.

More recent figures from the National Center for Educational Statistics (NCES, 2000) showed that adult learner enrollment rose by 7% between 1990 and 1999. NCES projects a further increase of 9% during the period 1999-2010.

Reasons for Returning to School

Adult learners return to school for many reasons. Each has his or her own, but some of the most common relate to demographic, societal, economic, and technological changes; the changing needs of the job market; and the changing interests of adult learners themselves. Demographic and societal factors include greater life expectancies, a decline in birthrates, and the presence of the baby boom generation in the workforce. Economic and technological changes have eliminated or changed the nature of many jobs, and thus increased the need for job retraining. These changes have caused an influx of adult students on college campuses (Imel, 1988).

Clayton and Smith (as cited in Benshoff and Lewis, 1992) revealed that nontraditional women students pursue an undergraduate degree for reasons such as self-improvement, self-actualization, vocation, family, and knowledge.

Cross (as cited in Conrad, 1993) contends that it would be difficult to live in a quickly changing society without constantly learning new things. Due to rapid changes in the economy, information systems, and technology, some jobs have been eliminated and others modified, while many new jobs have arisen. New standards of job requirements are needed. Heelan (2001), citing a growing demand for global education and global competence, states that the need for distance education through technology is on the rise. According to Heelan, this need makes it important for more adult learners to be technologically literate if they want to keep their jobs, seek promotion, or change careers. To attain this technological literacy many adults will have to return to school.

Fields of Study

An early study (Johnstone & Rivera, 1965) cites several reasons adult learners select a field of study. These include becoming a better-informed person, preparing for a new or current job, spending spare time enjoyably, meeting new and interesting people, and carrying out everyday tasks at home. A few of the disciplines that attract adult learners in transition include computer training, human resources management, and quality control (Nicklin, as cited in Conrad, 1993).

Results of the 1997 Florida survey (Kinsella, 1998) indicate that traditional students often select professions that family members are in; these family members act as role models and mentors. This is especially true in the education and business fields. In contrast, due to their life experiences – either direct or indirect – with alcoholism, drug addiction, death of a child or family member, divorce, depression, and abuse (physical/verbal/sexual), older nontraditional students usually choose to enroll or major in programs in human services or social work.

This is in comparison to figures released by the Office of Vocational and Adult Education (U.S. Department of Education, 1998), which indicate that courses of interest to adult learners can be broken down as follows: business – 22%, engineering – 15%, health care – 13%, education – 7%, philosophy/religion – 7%, vocational subjects – 35%, and hobbies/recreation – 42%.

Barriers

As adult enrollment increases in colleges and other educational institutions, both students and education providers cite retention as the most perplexing problem. Two obvious barriers to retention and attainment of educational goals are time and money. Many adult learners are commuters and are married, work full-time, and have children. Juggling jobs, commuting, housework, childcare, and schoolwork, if not handled properly, can cause students to drop out. According to Kinsella (1998), the percentage of students who spend time on responsibilities outside of class is as follows: employment – 68%, housework – 85%, childcare – 41%, adult care – 23%, and homework and internships – 17%. Although we cannot generalize from one survey all adult learners, these results at least give educators some idea of the reasons for retention problems.

Other barriers for adult learners may include inability to obtain financial aid and poor financial planning; lack of persistence or motivation; gender; age; language; lack of support from employers, friends, and family; socioeconomic status; educational background; intelligence; poor study skills; poor stress management; lack of counseling services; and lack of flexible class scheduling.

Despite these barriers, adult learners of any age can learn and succeed in their pursuits if they are afforded the opportunity, assistance, and support they need. According to Reio and Reio (2000), adult workers 45 years of age and older perform well, and there is no superior productivity of job performance in any age group. Workers between the ages of 60 and 75 often excel in their occupations because of extensive experience and careful judgment. Though it is true that people in this age group often suffer from a decline in physical reactions, vision, hearing, and strength, their well-tuned evaluative skills and wisdom are fair compensation. Their success in the workplace leads us to expect that adult learners can perform well in the classroom.

Recommendations

What can be done to accommodate an increasing population of adult learners on college campuses? IHEs, employers, and community leaders must address policy issues and make changes to accommodate their needs.

IHEs need to reassess and revise their policies in relation to adult learners, especially in the areas of student accounts, registration, and class scheduling. Curricula, instruction, counseling, support services, faculty development, and administrative procedures must all be made more flexible. In addition, IHEs must develop and implement strategies to enhance and increase retention.

Employers need to make policy changes to support adults in their educational pursuits. They need to allow more flexibility in work schedules and promote employees as soon as they are ready to be promoted.

Similarly, community leaders need to modify education policies to give more weight to occupational and adult education. More money should be invested in these areas to assure a steady flow of well-educated workers. A capable workforce would be able to undertake or adapt to new occupations as needed and would greatly contribute to the growth and development of communities.

Statistics on Adult Learners at Palau Community College

Our focus on adult learning and adult learners has thus far been from Western viewpoints and studies. Data from a study on adult learners at PCC will allow us to compare findings from abroad with those from a small Pacific nation.

PCC and its antecedents have a unique history, and this is summarized in the background information at Appendix A. Since the establishment of the PCC in 1993, the student population has comprised predominantly traditional learners – those below the age of 24 who enroll immediately following high school graduation. However, in the summer of 1999 as a result of the retirement of over 30 public school teachers, the college saw a sudden influx of nontraditional learners. The mass retirement created vacancies in the public school system that had to be filled before the beginning of the school year. Candidates for these teaching vacancies enrolled in the education program at PCC.

The number of nontraditional learners has continued to rise because the Ministry of Education has pressured its teachers, many with only high school diplomas or non-education degrees, to obtain degrees in education. Based on data from the September 2001 study at PCC, the current number of nontraditional learners at PCC stands at 104, or one-fifth of the population of formal degree seekers.

Of these 104 individuals, 96% are Palauans; the remaining 4% comprises an individual each from the Republic of the Marshall Islands, Kosrae, Yap, and Germany. By gender, 24% are male and 76% are female. Their ages range from about 24 to 63 years, with most between 30 and 49 years.

Of these individuals, 62% are married, 31% are single, and 7% are divorced, separated, or widowed (see Figure 1). Their family situation is as follows: 14% have no children, 43% have one or two children, 33% have three or four children, 8% have five or six children, and 2% have seven or eight children. With respect to employment status, 61% have full-time jobs, 14% have part-time jobs, 22% are unemployed, and 3% did not respond (see Figure 2).

Reasons for Returning to School

The nontraditional learners surveyed at PCC returned to school for a variety of reasons. Seventy percent of the participants returned for voluntary professional development, followed by

Figure 1. Marital Status of Adult Learners at PCC

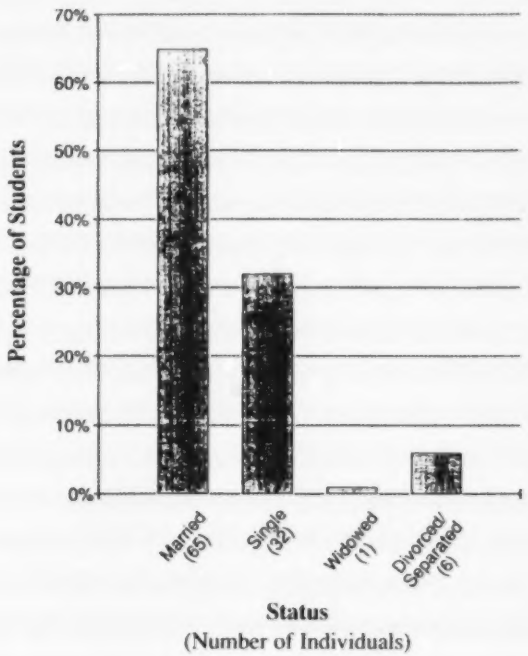
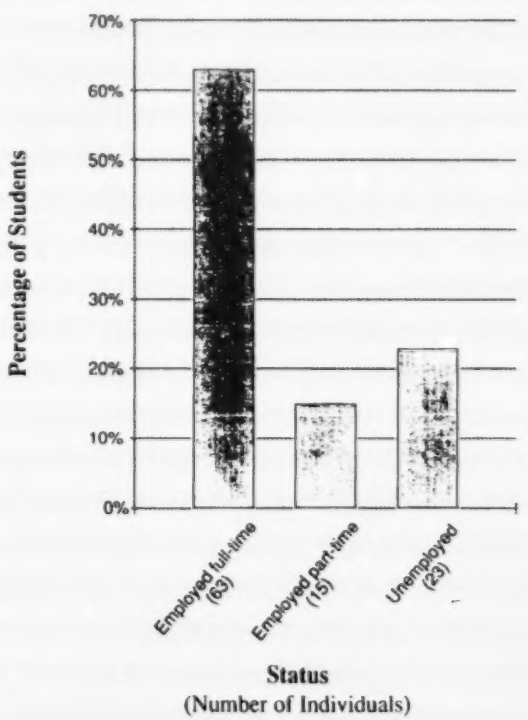
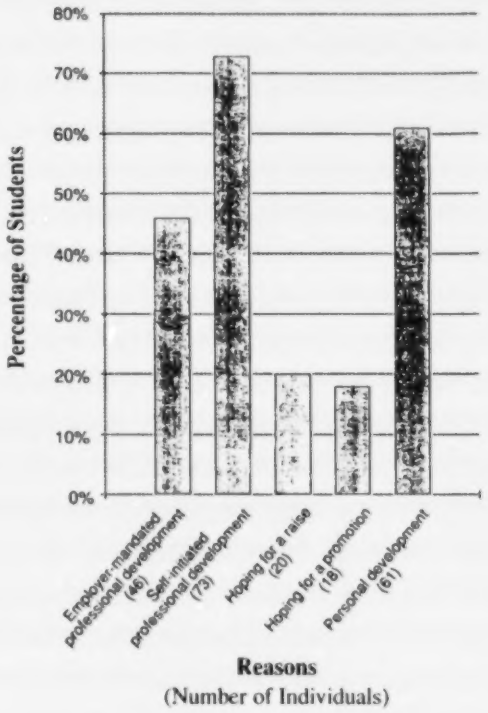


Figure 2. Job Status of Adult Learners at PCC



59% who said they returned for personal development. Another 44% returned because of an employer-mandated enrichment or upgrade, 19% hoped to get raises, and 17% sought job promotions. It should be noted, however, that participants in the survey were allowed to indicate as many reasons as they saw fit, which explains the overlap between the options (see Figure 3).

Figure 3. Reasons PCC Adult Learners Returned to School



Note: There was no restriction on the number of reasons that each participant was allowed to indicate.

Fields of Study

Sixty percent of the participants in the PCC study declared themselves education majors, and 11% declared an interest in office administration. The remaining were scattered among technology (6%), tourism/hospitality (5%), business/accounting (5%), criminal justice (4%), nursing (3%), liberal arts (3%), air conditioning repair (2%), and environmental marine science (1%).

Barriers

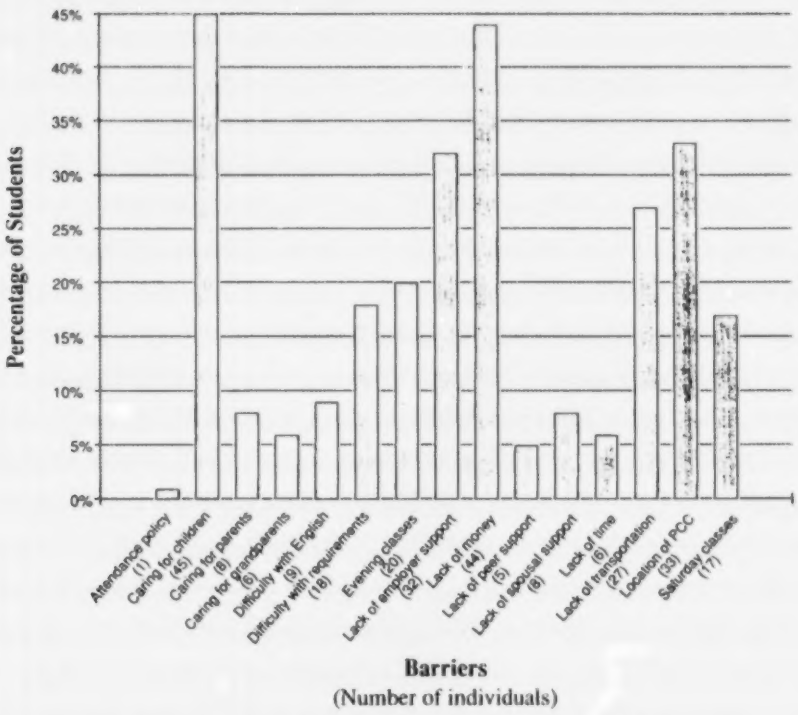
The study revealed an interesting combination of barriers that nontraditional learners at PCC face as they attempt to obtain their formal degrees. Caring for children ranks the highest of all the barriers (43%). This is followed closely by a lack of money (42%). Other barriers include lack of employer support (31%), inconvenient location of the college (32%), lack of transportation (26%), unhappiness with evening class time (19%), difficulty with program requirements (17%), unhappiness with Saturday schedule (16%), difficulty with the English language (9%), lack of spousal support (8%), caring for elderly parents (8%), caring for grandparents/elderly relatives (6%), lack of time (6%), lack of peer support (5%), and attendance policy (1%). Again, there was no restriction on the number of barriers that each participant was allowed to indicate; therefore, these percentages reflect overlaps (see Figure 4).

Recommendations

The number of adult learners at PCC has increased from just a handful in 1999 to more than 100 in 2001. Based on the PCC study, the primary reasons participants return to school are self-initiated professional and personal development and employer-mandated job enrichment. It would appear that aside from returning to school for employment reasons, many adults return for personal reasons. The question, therefore, is no longer whether the number of adult learners at PCC will rise. Rather, the question is how we as an institution can best respond to the needs that have been delineated by the study.

Based on the study, the highest-ranking barrier to returning to school was the need for childcare (see Figure 4). Fortunately, a childcare facility has recently opened and is currently accommodating 24 children ranging in age between 2½ and 4. Upon full completion, the childcare center will accommodate up to 40 children.

Figure 4. Barriers Faced by PCC Adult Learners



Note: There was no restriction on the number of barriers each participant was allowed to indicate.

The 2nd highest-ranking barrier, lack of money, may not be what it seems. Rather, it may result from poor personal money management. To help solve this problem, regular workshops and counseling services can be made available. Additionally, a payment plan could be implemented, in which students are allowed to pay their school costs in affordable installments.

Carpooling and boatpooling are recommended remedies for the 3rd and 4th highest-ranking barriers – living too far from the PCC campus and lack of transportation. Another possibility may be to send instructors to the outlying states of Kayangel, Angaur, and Peleliu, and to a centralized location on Babeldaob to accommodate students from the surrounding states.

It appears that many employers require that their employees get more education yet do not provide them with the necessary support. PCC needs to strengthen its relations with employers in the public and private sectors as a means of educating them about the long-term benefits of supporting their employees.

Although two of the cited barriers are the Saturday and evening class times, these are, unfortunately, the only times that most adult learners with daytime employment can attend class. For religious reasons, Sunday is not an option. It is obvious that classes scheduled on Saturdays and in the evenings force adult learners to sacrifice their personal time. There are no alternatives to this situation, although counseling to help these individuals cope better psychologically could be offered.

Many of the study participants cited difficulties with program requirements. This may be attributable to low English proficiency. Upon recognizing this particular problem, instructors could help these students set up study groups. PCC could also offer tutoring services.

Other barriers identified in the study (caring for elderly parents or grandparents, lack of spousal or peer support, lack of time, and attendance policy) were cited by relatively few study participants. Perhaps counseling could be offered to alleviate these problems.

Summary

Based on the study, it appears that PCC is beginning to experience the increase of nontraditional learners that post-secondary institutions elsewhere have been encountering over the last two decades. While economic factors are important in motivating adult learners abroad and in Palau, many students clearly indicate that they returned to school because they wanted to.

With regard to which fields of study interest adult learners, those abroad as well as those in Palau seem to lean toward human services. To put this in perspective, however, it should be noted that most of the nontraditional learners at PCC are full-time education employees who are returning for job upgrades. Therefore, their educational priorities are likely influenced by their current jobs. Moreover, although most of the remaining non-education majors indicate interest in the field of human services, this trend may be affected more by what PCC offers than by anything else.

The desire and willingness of adult learners to complete their education presents them with many common challenges, regardless of where they may be geographically. Adult learners abroad and in Palau echo each other on what they identify as barriers to their education goals. As much as they enjoy being back in school, many face the enormous task of balancing this with jobs, housework, and childcare. In addition to these responsibilities, many adult learners everywhere face the problem of supporting themselves and their families, as well as paying for school.

Implementing the measures that would rectify the various difficulties adult learners face is secondary to the initial need to advance the understanding of, and the appreciation for, adult education and adult learners. That is exactly what this paper hopes to accomplisn. We hereby dedicate this paper to our fellow educators, with whom we join in the pursuit of developing our nation's most valuable resource – people.

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Appendix A

Formal Education in Palau

Long ago, in the days before ocean vessels and jet planes, Palau existed in a world of its own. According to Palauan legend, a giant's body created the islands, and the local gods created the forests and reefs. The Palauans believed the islands to be the entire universe, around which their world revolved, and that the gods from the sea were responsible for Palauan political practices, ways of family life and childbirth, and farming methods. The culture of Palau was, and still is, unique and timeless.

Because Palau had no written language, oral communication was used to pass on information, history, customs, knowledge, and religion. In place of formal education and institutions, the household was the center of learning, and the senior members of the family were the teachers. Children learned from primary instructors (parents) and secondary instructors (male relatives for young boys, female relatives for young girls). Training, cultivating, and strengthening the memory were part of the traditional education. It was through the family that children learned their relationship to other family members, as well as behaviors appropriate to their social position in the village. At village clubs, young boys acquired knowledge in areas of social obligations and loyalty to clan and village. There they also learned vocational skills, such as canoe making, and their roles in public celebrations.

Beginning as early as 1564, the first European foreigners reached Palau. The English arrived in 1783, followed by American whalers in 1832. Spain maintained a presence from 1891 to 1899. Yet none of these early visitors saw a need to initiate any system of formal education. The Germans, however, who arrived in 1899, established a formal school for policemen. This school taught reading, writing, geography, arithmetic, and the German language. And so the shift from indigenous learning to formal education began, bringing with it the printed word, language instruction, and the thought structures of a foreign culture. The German Catholics established small schools, and for the first time, books were printed in the Palauan language. These books consisted only of a catechism, Biblical history, and dictionary. But despite their intentions, the Germans did not much influence the Palauan culture.

In 1914, the Japanese arrived and took over German-controlled land. The Japanese received full legal authority in 1920 through the League of Nations. By accepting this authority, the Japanese became responsible for the welfare of the local people. The Japanese established economic and social programs, including a school system similar to that of the German missionaries. The only differences were that religious instruction was eliminated, and the German language was replaced with the Japanese language.

These first schools were soon replaced with two separate types of schools – one for the local children and another for the Japanese children. The local children received only three years of training, while the Japanese children received eight. The curriculum for the local children depended on the location of the school, but the underlying assumption was that the Palauans, being only slightly civilized, had little intelligence. The main goals of formal education at this time were to teach the Japanese language and to give moral training. The subjects taught to the local children centered on the activities of daily living, farming, and colonization. Both the Japanese and local schools placed great value on moral education, pride in the nation (Japan), and social virtues. Palauan parents, recognizing the great value of acquiring knowledge, encouraged their children to learn.

With regard to vocational training, a carpenters' apprentice shop was created in 1927. A two-year curriculum was developed, and each year 20 local boys who were considered exceptional by the Japanese were enrolled in the program. In 1940, the school expanded into the areas of auto mechanics, electronics, and surveying. Until World War II began, the Japanese influence was very strong. It should be noted, however, that the traditional Palauan religion (Modekngei), considered anti-Japanese, was practiced by every Modekngei village and district chief until 1940, when most of the members were incarcerated.

In 1944, the American forces took over, ending the Japanese influence over education and culture in Palau. Difficulties soon arose, however, because only two Palauans could speak even a little English. There were no qualified teachers, and rural village schools were unable to operate. But with the assistance of the U.S. Naval administration, formal education was once again established. A small number of men and women were sent to Guam for training. Each village requested its own school, built by local craftsmen using local materials.

The Palauans strongly desired both foreign goods and foreign knowledge. Since early education was so important, the communities supported and the villages governed the elementary schools. The intermediate schools, on the other hand, were the responsibility of the U.S. military government.

The 1950s marked the reinstitution of vocational education, modeled on Japanese methods. Again, carpentry was the main area of study. Qualified Palauan teachers who had been trained by the Japanese staffed the schools. William Vitarelli, an American who became Palau's first educational administrator, attempted to establish a program that taught daily living skills. However, due to the Palauans' inclination toward the classical academic format, he was not successful.

In the 1960s, the Kennedy administration recognized the true value of Micronesia and gave millions of dollars in aid, especially for education. The government of the Trust Territory was then responsible for building, funding, and running the schools. Students were taught by American contract workers and Peace Corps volunteers. In 1964, the first public high school was built. Before this, the only secondary school had been a mission school. At this time, the schools were reorganized based on an American model, and villages were supplied with full-time teachers. It was also at this point that Western values began their integration into the Palauan culture.

In the early 1970s, Vitarelli's model was tried again. This time, it received better support, especially from educated Palauans who had returned from colleges abroad. A village school was established in 1974 by Vitarelli and Modekngei elders who stressed a project-centered curriculum. Students were taught Palauan values and traditions through fishing, agriculture, and construction projects. The Modekngei believers clearly valued formal schooling, and the school still exists today.

In the 1970s and 1980s, U.S. funding for education increased both in the number of programs and in the dollar amounts. With this also came an increase in U.S. economic dependency. Large numbers of young Palauans have continued their pursuit of post-secondary education in the U.S. since then, leading to the complete immersion of many Palauans into the American culture. At times, these individuals experience conflict between Western and Palauan traditions and values.

The year 2000 saw a greatly changed educational system in Palau. Palauan teachers and administrators are better educated, student enrollments are higher, the number of foreign students has increased, and schools use the latest technological advancements. Mainstreaming of students with special needs has begun, and support for teacher training has increased. Today, there are 22 public elementary

schools, 1 public high school, 2 private elementary schools, and 5 private high schools. There is also a separate special education center and one institution of higher learning, Palau Community College (PCC).

PCC has a unique history of its own. Beginning in 1927 during the Japanese era as a trade school for carpentry students it developed into the Micronesia Occupational Center. The Center offered a vocational program for a small number of students and had limited physical facilities. As the need for vocational education programs grew throughout Micronesia, so did the Center. When additional funding became available, it was possible to add to the facilities and staff, so that by 1976 there were more than 20 specific vocational programs grouped into 10 trade areas.

In 1977, the Trust Territory Public Law No. 7-29, amended later by Palau Public Law 7-130, effected the merger of the Micronesian Occupational Center and the Community College of Micronesia to create a single post-secondary educational system. This also included the School of Nursing affiliated with the Community College of Micronesia. The Micronesian Occupational Center became the Micronesian Occupational College in May 1978.

In March 1993, the treaty between the three separate colleges of the College of Micronesia system was terminated, allowing for the establishment of PCC. On April 2, 1993, the Micronesian Occupational College officially became PCC, serving a student body comprising formal degree seekers and those who aspire to personal enrichment.

Further Reading

Palau 2000 Task Force. (1994, November). *Palau 2000 master plan for educational improvement*. Koror, Palau: Ministry of Education.

Republic of Palau Ministry of Education, History (Ancient Palau and Influences) www.pacificls.com/MOE/ancient/ancient.htm and linked pages.

United Nations International Human Rights Instruments. (1998, October). Core document forming part of the reports of states parties: Palau www.hri.ca/fortherecord2000/documentation/coredocs/hri-core-1-add107.htm

Appendix B

Your participation in this survey will contribute to an important study about the adult learners at Palau Community College. Results of this survey will help provide educators with valuable information on adult learning and the adult learners in Palau whose goals are to achieve formal degrees at a post-secondary institution.

1. Nationality: _____

2. a. Employed: [ ] YES [ ] NO b. [ ] Full-time [ ] Part-time c. Years on the job: _____

3. Highest grade completed in school prior to the present:
   [ ] High School Diploma/GED: Year Received:_____
   [ ] 1 Year of College: Year Attended_____
   [ ] CA/AA/AS Major/Field: _____ Year Graduated: _____
   [ ] BA/BS Major/Field: _____ Year Graduated: _____

4. What is your reason for returning to college (PCC)? Check all that apply:
   [ ] Employer-mandated professional development
   [ ] Self-initiated professional development
   [ ] Wish to get a raise
   [ ] Wish to be promoted
   [ ] Personal development
   [ ] Other: _____

5. Current Major at PCC: _____Year Enrolled: _____

6. [ ] Live on campus [ ] Live off campus

7. Which of the following is giving you difficulty as you are trying to complete your college education at PCC? Check all that apply:
   [ ] Lack of employer support
   [ ] Lack of spouse support
   [ ] Lack of peer support
   [ ] Lack of money
   [ ] Lack of transportation
   [ ] Caring for children
   [ ] Caring for elderly parents
   [ ] Caring for elderly grandparents/relatives
   [ ] Living too far from PCC
   [ ] Unhappy with Saturday class time
   [ ] Unhappy with evening class time
   [ ] Difficulty with program requirements
   [ ] Difficulty with the English language
   [ ] Other: _____

8. Would you be interested in an online bachelor's/master's degree through PCC in the future? [ ] YES [ ] NO

9. Please check the personal data below that currently apply to you:

   GENDER: [ ] Male [ ] Female

   AGE: [ ] under 24 [ ] 24-29 [ ] 30-39 [ ] 40-49 [ ] 50-59 [ ] 60-69

   MARITAL STATUS: [ ] Married [ ] Single [ ] Widowed [ ] Divorced/Separated

   NUMBER OF CHILDREN: [ ] 0 [ ] 1-2 [ ] 3-4 [ ] 5-6 [ ] 7-8

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